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ABSTRACT

The Supervisory Behavior Description Questionnaire (SBDQ), Form 2, is a modified semantic differential scale using five pairs of bipolar adjectives to describe supervisory behavior. Form 2 of the instrument was field tested to determine which supervisory behaviors 60 graduate students in education perceived as satisfying or motivating. These perceptions were correlated with the students' scores on the Tennessee Self Concept Scale (TSCS) and three of its subtests to determine whether a relationship exists between self-concepts and scores on the SBDQ, Form 2. A multiple regression analysis correlated the results of the TSCS scales and the demographic variables of race, sex, level of teaching assignment, administrative experience, and level of educational attainment with two significant adjective pairs (satisfying/dissatisfying and pleasant/unpleasant) on the SBDQ, Form 2, subscales. The results of the multiple regression for each significant adjective pair in each subscale are shown in tables. The results of the study described were instrumental in determining necessary revisions of the SBDQ, Form 2. (Author/MLF)

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THE DEVELOPMENT OF THE SUPERVISORY BEHAVIOR DESCRIPTION QUESTIONNAIRE (SBDQ) FORM 2

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Background

This study was phase two of a research project designed to develop instruments to measure supervisory behavior in an effort to investigate the validity of Herzberg's dual-factor theory of motivation more thoroughly. Phase I of this research project identified eight task areas, consisting of 132 behaviors, which were considered to be representative of effective instructional supervision. The 132 behaviors were each written in three forms: very directive, very indirective and collaboratively. The resulting instrument, the Supervisor Behavior Description Questionnaire (SBDQ), was correlated with the California F Scale to determine preferred modes of supervisory behavior.

Description of the Study

Phase II of this project field tested Form 2 of the SBDQ to determine which supervisory behaviors sixty graduate students in education perceived as satisfying or motivating. These perceptions were correlated with the educators' scores on the Tennessee Self Concept Scale (TSCS), Research Form, and three of its subtests to determine whether a relationship exists between self concepts and scores on the SBDQ, Form 2. Demographic variables of race, sex, level of teaching assignment, administrative experience and level of educational attainment were also correlated with the educators' perceptions.

The Instruments

The SBDQ, Form 2, is a modified semantic differential scale based on Osgood's Model. During the field test five pairs of polar adjectives were used for each supervisory behavior: satisfying/dissatisfying; sweet/bitter; motivating/nonmotivating; fair/unfair; pleasant/unpleasant. The respondents selected five adjectives, one from each pair, to indicate their reaction to each item. Form 2 consists of eight subscales: (1) Developing the Curriculum;

(2) Organization for Instruction; (3) Staffing; (4) Providing Materials and Facilities; (5) Staff Development; (6) Coordinating Special Student Services; (7) Developing School-Community Relations as It Pertains to the Instructional Program; and (8) Evaluating Instruction and Instructors. Three of these subscales, consisting of 183 items, were selected for inclusion in this field test: Organizing for Instruction (Subscale II); Staff Development (Subscale V); and Evaluating Instruction (Subscale VIII).

Each respondent also completed the TSCS (Research Form). From this battery three subscales were selected: Behavior, Identity and Self Satifaction. The Total Self Concept scale was also computed.

Results

Two sets of adjectives were loaded on all three subscales: satisfying/dissatisfying and pleasant/unpleasant. These adjective pairs yielded alpha coefficients ranging from .74 to .94. Table 1 shows the reliability coefficients for the three subscales.

A multiple regression was utilized to correlate the results of the TSCS scales and the demographic variables of race, sex, level of teaching assignment, administrative experience and level of educational attainment with the two significant adjective pairs on the SBDQ, Form 2, subscales. Tables 2, 3, 4, 5, 6 and 7 show the results of the multiple regression for each significant adjective pair in each subscale. The Behavior Subscale of the TSCS was found to be a significant predictor common to all subscales with multiple R values ranging from .1797 to .6019. Other self concept and demographic variables were significantly correlated to the significant adjective pairs in each subscale. In subscale II Self-Satisfaction and Total Self-Concept were significantly related to satisfying/dissatisfying and to pleasant/unpleasant. In subscale V, Total Self-Concept, race, and degree earned were significant

Table 1

Reliability Coefficients for Subscales of the SBDQ

Scales	N Items	Coefficient Alpha
2 Satisfying/Dissatisfying	36	.81
2 Pleasant/Unpleasant	36	.84
5 Satisfying/Dissatisfying	93	.92
5 Pleasant/Unpleasant	93	.94
8 Satisfying/Dissatisfying	54	.74
8 Pleasant/Unpleasant	54	.85

Table 2

Predicting Subscale II (Satisfying/Dissatisfying)
Through Use of Personal Variables

Predictor Variables	Multiple R	R^2	R^2 Added	Simple R	F
Behavior (TSCS)	.1797	.0323	.0323	.18	3.59*
Identity (TSCS)	.2180	.0475	.0152	-.07	.22
Self Satisfaction (TSCS)	.2655	.0705	.0229	.14	2.59*
Total Self Concept (TSCS)	.2962	.0878	.0173	.01	2.46*
Sex	.3347	.1120	.0243	.12	.38
Degree	.3683	.1356	.0236	.01	1.75
Educational Level	.3825	.1463	.0107	-.09	.63
Race	.3925	.1540	.0077	.14	.39
Administrative Experience	.3930	.1545	.0004	-.04	.02

$F \geq 2.09$ Significant at .05 level
(d f 9 and 46)

Table 3

Prediction of Subscale II (Pleasant/Unpleasant)
Through Use of Personal Variables

Predictor Variables	Multiple R	R^2	R^2 Added	Simple r	F
Behavior (TSCS)	.4180	.1748	.1748	.42	5.48*
Race	.4419	.1952	.0205	.24	.58
Total Self Concept	.4595	.2111	.0159	.15	2.43*
Self Satisfaction	.4875	.2377	.0265	.35	2.98*
Sex	.4990	.2491	.0114	.24	.57
Degree Level	.5094	.2595	.0104	.08	1.24
Level of Teaching	.5254	.2760	.0166	-.02	1.12
Race	.5269	.2776	.0015	.05	.10
Administrative Experience	.5269	.2776	.0000	.08	.01

$F \geq 2.09$ Significant at .05 level
(d f 9 and 46)

Table 4

Predictor of Subscale V (Satisfying/Dissatisfying)
Through Use of Personal Variables

Predictor Variables	Multiple R	R^2	R^2 Added	Simple r	F
Degree Earned	.2645	.0700	.0700	.2645	9.72*
Level of Teaching	.3915	.1533	.0834	.0560	1.76
Race	.4404	.1939	.0406	.1937	2.59*
Total Self Concept (TSCS)	.4745	.2252	.0313	.0846	4.77*
Behavior (TSCS)	.5248	.2754	.0503	.2577	2.77*
Self Satisfaction (TSCS)	.5486	.3010	.0255	.2187	1.50
Identity	.5491	.3015	.0006	.1459	.04
Sex	.5493	.3017	.0002	.1381	.01
Administrative Experience	.5494	.3019	.0002	.1492	.01

$F \geq 2.09$ Significant at .05 level
(d f 9 and 46)

Table 5

Predictor of Subscale V (Pleasant/Unpleasant)
Through Use of Personal Variables

Predictor Variables	Multiple R	R^2	R^2 Added	Simple r	F
Behavior (TSCS)	.5725	.3227	.3227	.57	5.89*
Identify (TSCS)	.5877	.3054	.0177	.27	3.94*
Level of Teaching	.6300	.3969	.0514	.01	5.76*
Degree Earned	.6537	.4274	.0305	.22	6.39*
Race	.6102	.4412	.0218	.23	2.82*
Total Self Concept	.6836	.4674	.0181	.20	3.20*
Self Satisfaction	.7011	.4916	.0262	.52	2.23*
Administrative Experience	.7014	.6920	.0009	.12	.04

$F \geq 2.09$
(d f 9 and 46)

Table 6

Predictor of Subscale VIII (Satisfying/Dissatifying)
Through Use of Personal Variables

Predictor Variables	Multiple R	R^2	R^2 Added	Simple r	F
Race	.3662	.1341	.1341	.37	5.02*
Total Self Concept (TSCS)	.3846	.1479	.0138	.15	4.64*
Degree	.4403	.1939	.0460	.18	3.82*
Behavior (TSCS)	.4672	.2183	.0244	.17	3.27*
Self Satisfaction (TSCS)	.5010	.2511	.0327	.09	2.46*
Level of Teaching	.5181	.2685	.0174	.09	.56
Identity (TSCS)	.5201	.2714	.0030	.08	.20
Sex	.5229	.2734	.0020	.25	.15
Administrative Experience	.5247	.2733	.0020	.13	.12

$F \geq 2.09$ Significant at .05 level
(d f 9 and 46)

Table 7

Predictor of Subscale VIII (Pleasant/Unpleasant)
Through Use of Personal Variables

Predictor Variables	Multiple R	R^2	R^2 Added	Simple r	F
Behavior	.6019	.3622	.3622	.6019	6.002*
Self Satisfaction (TSCS)	.6282	.3947	.0324	.5077	2.343*
Identity (TSCS)	.6303	.3973	.0267	.2595	.671
Level of Teaching	.6466	.4180	.0207	.0976	2.305*
Administrative Experience	.6518	.4280	.0068	.1978	.233
Degree	.6545	.4284	.0036	.2070	.553
Race	.6563	.4307	.0023	.2075	.705
Sex	.6614	.4375	.0068	.2404	.276
Total Self Concept	.6624	.4387	.0012	.3314	.100

$F \geq 2.09$ Significant at .05 level
(d f 9 and 46)

predictors of satisfaction/dissatisfaction; degree earned, level of teaching, Identity, Total Self-Concept, race and Self-Satisfaction were significant predictors of pleasant/unpleasant. The results of subscale VIII showed race, Total Self-Concept, degree level, and Self-satisfaction as significant predictors of pleasant/unpleasant.

Conclusions

The results of Phase two were instrumental in determining necessary revisions of the SBDQ, Form 2. The adjective pairs were reduced from five to three (motivating/nonmotivating: pleasant/unpleasant; and dissatisfying/satisfying). The total numbers of items of Form 2 was reduced from 396 to 159. Subscale II was decreased from 36 to 15 items; Subscale V was decreased from 93 to 33 items; and Subscale VIII was decreased from 54 to 24 items.

The process of norming Form 2 is currently under way. Extensive research to determine the validity of Herzberg's dual factor theory of motivation will be conducted once the norming procedure is complete. The development of Forms 1 and 2 of the SBDQ have already provided researchers with some insight into the perceptions of educators on supervisory behaviors which are motivating and nonmotivating, however, additional investigation will be necessary in order to evaluate Herzberg's dual factor theory more thoroughly.